DOCUMENT RESUME

ED 480 555 TM 035 197

AUTHOR	Lemire, David, Ed.
TITLE	A Handbook of Almost a Dozen Nontraditional Intelligence Tests.
PUB DATE	2002-00-00
NOTE	53p.; For volume 2, see TM 034 988.
PUB TYPE	Tests/Questionnaires (160)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	*Adults; *Cultural Literacy; *Intelligence Tests; Nontraditional Education

ABSTRACT

This book contains 12 "nontraditional intelligence" tests, that are in part tests of cultural knowledge. The collection contains a test of articulation talent and linear "equility", four versions of an alternate test of intelligence, and seven versions of the "Wyoming Intelligence Test" (WIT), with some statistics about the validity of the WIT. Various order forms for the products, some tongue in cheek, of "Darwin University," are included. (SLD)

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ED 480 555

A HANDBOOK OF ALMOST A DOZEN NONTRADITIONAL "INTELLIGENCE" TESTS WITH ANSWERS

Fall 1998 (Revised Spring 2002)

Edited by David Lemire

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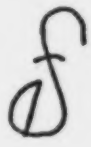
TATLE: The Test For Articulation Talent and Linear Equility

David Lemire, ED.S. Name_____

DIRECTIONS: Decipher each of the twenty-four names on this sheet. Write the name in the space provide.

(1) 

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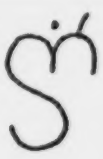
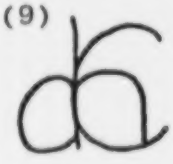
(8) 

(9) 

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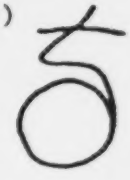
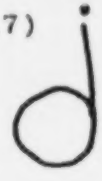
(15) 

(16)

(17) 

(18)

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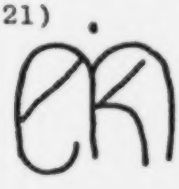
(21) 

(22)

(23)

(24)

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Scoring: 2 points for the best answer. 1 point for any other correct answer.

(1) Jeff--example

(2) Alan (2) Hal (1)

(3) Peggy (2) Peg, Roger, George (1)

(4) Robert (2) Peter (1)

(5) Jill

(6) Amy (2) Andy (1)

(7) Dada (2) Sara (1)

(8) Missy (2) Wes (1)

(9) Candy (2) Chad, Cindy, Darla (1)

(10) Larry (2) Lora, Lars (1)

(11) Nancy (2) Mary (1)

(12) Betty (2) Pedro, Ben, Peter, Rachel (1)

(13) Keith (2) Kitty (1)

(14) Nicol (2) Conni, Ginnie, Cain (1)

(15) Tod (2) Scott (1)

(16) Pat

(17) Di (2) Jo, Jodi, Didi (1)

(18) Pia (2) Bob, Brian, Ryan, Patti, Dain, Dian (1)

(19) Lisa (2) Salli (1)

(20) Julie (2) Levi, Lei, Eli, Ellie (1)

(21) Mike (2) Mick, Mickey, Emily (1)

(22) Diana (2) David, Danni, Dain, Ida (1)

(23) Kitty

(24) Dave

For more information on Nontraditional "Intelligence" Testing (NIT) contact:

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Test of Intelligence: Alternate (TIA) I

THE ALTERNATE INTELLIGENCE TEST by Dr. Anonymous 3

Directions: Each of the twenty-four symbols presented below stands for a phrase or saying familiar to most Americans. Write the phrase or saying below each symbol.

(1)

SAND

(2)

MAN
BOARD

(3)

STAND
I

(4)

R E A D I N G

(5)

WEAR
LONG

(6)

R
ROADS
A
D
S

(7)

T
O
W
N

(8)

CYCLE
CYCLE
CYCLE

(9)

LE
VEL

(10)

O
M.D.
PH.D.
B.S.

(11)

KNEE
LIGHTS

(12)

GROUND
FEET
FEET
FEET
FEET
FEET
FEET

(13)

CHAIR

(14)

DICE
DICE

(15)

T
O
U
C
H

(16)

II
IIII
oo

(17)

MIND
MATTER

(18)

HE'S/HIMSELF

(19)

ECNALG

(20)

DEATH/LIFE

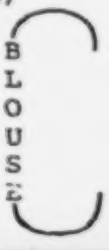
(21)

G.I.
C C C
C C
C

(22)

_____PROGRAM

(23)



(24)

YOU JUST ME

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ANSWER SHEET

TIA Test of Intelligence: Alternate

by Dr. Anonymous

Distributed by David Lemire, ED.S., NCSP

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(1) sandbox
(2) man overboard
(3) I understand
(4) reading between the lines
(5) long underwear
(6) crossroads
(7) downtown
(8) tricycle or recycle
(9) split level
(10) three degrees below zero
(11) neon (knee on) lights
(12) six feet under ground
(13) high chair
(14) pair of dice
(15) touchdown
(16) circles under the eyes
(17) mind over matter
(18) he's beside himself
(19) a backward glance
(20) life after death
(21) G.I. overseas
(22) space program
(23) see-through blouse
(24) just between you and me

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THE ALTERNATE INTELLIGENCE TEST II

This is a test of mental flexibility and creativity. Each equation below contains the initials of words that will make it correct. DETERMINE WHAT THE MISSING WORDS ARE. Example: 26 = L of the A. Answer: Letters of the Alphabet.

(1) 7 = W. of the A. W. _____

(2) 1,001 = A. N. _____

(3) 12 = S. of the Z. _____

(4) 54 = C. in a D. (with the J.) _____

(5) 9 = P. in the S.S. _____

(6) 88 = P.K. _____

(7) 13 = S. on the A.F. _____

(8) 32 = D.F. at which W.F. _____

(9) 18 = H. on a G.C. _____

(10) 90 = D. in a R.A. _____

(11) 200 = D. for P.G. in M. _____

(12) 8 = S. on a S.S. _____

(13) 3 = B.M. (S.H.T.R.) _____

(14) 4 = Q. in a G. _____

(15) 24 = H. in a D. _____

(16) 1 = W. on a U. _____

(17) 5 = D. in a Z.C. _____

(18) 57 = H.V. _____

(19) 11 = P. on a F.T. _____

(20) 1,000 = W. that a P. is W. _____

(21) 29 = D. in F. in a L.Y. _____

(22) 64 = S. on a C.B. _____

(23) 40 = D. and N. of the G.F. _____

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This is a test of mental flexibility and creativity. Each equation below contains the initials of words that will make it correct. DETERMINE WHAT THE MISSING WORDS ARE. Example: 26 = L of the A. Answer: Letters of the Alphabet.

(1) 7 = W. of the A. W. Wonders of the Ancient World (Example)

(2) 1,001 = A. N. Arabian Nights

(3) 12 = S. of the Z. Signs of the Zodiac

(4) 54 = C. in a D. (with the J.) Cards in a Deck with the Joker

(5) 9 = P. in the S.S. Planets in the Solar System

(6) 88 = P.K. Piano Keys

(7) 13 = S. on the A.F. Stripes on the American Flag

(8) 32 = D.F. at which W.F. Degrees Farenheit at which Water Freezes

(9) 18 = H. on a G.C. Holes on a Golf Course

(10) 90 = D. in a R.A. Degrees in a Right Angle

(11) 200 = D. for P.G. in M. Dollars for Passing Go in Monopoly

(12) 8 = S. on a S.S. Sides on a Stop Sign

(13) 3 = B.M. (S.H.T.R.) Blind Mice (See How They Run)

(14) 4 = Q. in a G. Quarts in a Gallon

(15) 24 = H. in a D. Hours in a Day

(16) 1 = W. on a U. Wheel on a Unicycle

(17) 5 = D. in a Z.C. Digits in a Zip Code

(18) 57 = H.V. Heinz Varieties

(19) 11 = P. on a F.T. People on a Football Team

(20) 1,000 = W. that a P. is W. Words that a Picture is Worth

(21) 29 = D. in F. in a L.Y. Days in February in a Leap Year

(22) 64 = S. on a C.B. Squares on a Checker Board (Chess Board)

(23) 40 = D. and N. of the G.F. Days and Nights of the Great Flood

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THE ALTERNATE INTELLIGENCE TEST III By Dr. Anonymous

Directions: Solve the following hinky pinkies. For example: A fat swine = a big pig. A crying indian abode = a weepy teepee.

(1) baby bear bath =
(2) strange animal =
(3) evening lamp =
(4) tardy companion =
(5) naughty father =
(6) soft color =
(7) funny country singer =
(8) naughty boy =
(9) thunder =
(10) naked horse =
(11) chef's reading material =
(12) valedictorian of the class =
(13) ruined bus pass =
(14) chilly fungus =
(15) ruckus after dark =
(16) sleepy flower =
(17) musical orange =
(18) killed cranium =
(19) evening lamp =
(20) nocturnal journey =
(21) crimson skull =
(22) minutely small =
(23) insect in an afgan =
(24) harsh illumination =
(25) trout plate =
(26) windy Joseph =
(27) mouth drool =
(28) excellent vintage =
(29) choice minutes =
(30) fadish primate =
(31) level stetson =
(32) narrow James =
(33) tired dog =
(34) extended melody =
(35) lemon boy =
(36) TV reference =

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THE ALTERNATE INTELLIGENCE TEST III

By Dr. Anonymous

Directions: Solve the following hinky pinkies. For example: A fat swine = a big pig. A crying indian abode = a weepy teepee.

(1) baby bear bath = cub tub
(2) strange animal = rare bear, odd cod, queer steer, queer deer
(3) evening lamp = night light
(4) tardy companion = late date or late mate
(5) naughty father = bad dad
(6) soft color = mellow yellow, plush blush, light white, pink mink
(7) funny country singer = silly Willy, hilarious Hank, witty Twitty
(8) naughty boy = bad lad
(9) thunder = loud cloud
(10) naked horse = bare mare, chilly filly
(11) chef's reading material = cook book
(12) valedictorian of the class = prudent student, main brain, smart fart
(13) ruined bus pass = broken token
(14) chilly fungus = cold mold
(15) ruckus after dark = night fight
(16) sleepy flower = lazy daisy, tired tulip, dozey posey
(17) musical orange = tooty fruity, singing citrus
(18) killed cranium = dead head
(19) evening lamp = night light
(20) nocturnal journey = night flight
(21) crimson skull = red head
(22) minutely small = itty bitty, itsy bitsy, ensy weency, tiny weeny
(23) insect in an Afghan = bug in a rug, snug bug
(24) harsh illumination = bright light
(25) trout plate = fish dish
(26) windy Joseph = Joe blow
(27) mouth drool = lip drip
(28) excellent vintage = fine wine
(29) choice minutes = prime time
(30) fadish primate = funky monkey
(31) level stetson = flat hat
(32) narrow James = slim Jim
(33) tired dog = droopy Snoopy
(34) extended melody = long song
(35) lemon boy = yellow fellow
(36) TV reference = media encyclopedia

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THE ALTERNATE INTELLIGENCE TEST IV By Dr. Anonymous

Directions: Solve the following hinky pinkies. For example: a cowardly male= a yeller feller. A happy rabbit = a funny bunny.

(1) greatest failure =
(2) large toupe =
(3) flower without energy =
(4) enjoyable sculpturing =
(5) superficial horse =
(6) courageous reptile =
(7) overweight tiger =
(8) very dark bag =
(9) bashful insect =
(10) lid for father =
(11) bowl for a mackerel =
(12) hilarious rabbit =
(13) sleeping boards =
(14) a tricky simple machine =
(15) top quality transfer of a football =
(16) extraterrestrial track event =
(17) song sung on the earth's natural satellite =
(18) insect with glasses =
(19) distant automobile =
(20) giving two =
(21) behind car lift =
(22) twinkling distance =
(23) nocturnal shine =
(24) broiling baby =
(25) sick medicine =
(26) unhappy boy =
(27) wise table =
(28) "in" limo =
(29) bird affection =
(30) merry lad =
(31) grainy earth =
(32) noisy smack =
(33) purple monkey =
(34) water bug =
(35) crazy house =
(36) thoughtful fish =

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THE ALTERNATE INTELLIGENCE TEST IV By Dr. Anonymous

Directions: Solve the following hinky pinkies. For example: a cowardly male= a yeller feller. A happy rabbit = a funny bunny.

(1) greatest failure = top flop
(2) large toupe = big wig
(3) flower without energy = lazy daisy
(4) enjoyable sculpturing = play clay
(5) superficial horse = phony pony
(6) courageous reptile = savage snake
(7) overweight tiger = fat cat
(8) very dark bag = black sack
(9) bashful insect = shy fly
(10) lid for father = top pop
(11) bowl for a mackerel = fish dish
(12) hilarious rabbit = funny bunny
(13) sleeping boards = slumber lumber
(14) a tricky simple machine = clever lever
(15) top quality transfer of a football = class pass
(16) extraterrestrial track event = space race
(17) song sung on the earth's natural satellite = moon tune
(18) insect with glasses = fly eye
(19) distant automobile = far car
(20) giving two = share pair
(21) behind car lift = back jack
(22) twinkling distance = far star
(23) nocturnal shine = night light
(24) broiling baby = hot tot
(25) sick medicine = ill pill
(26) unhappy boy = sad lad
(27) wise table = smart shelf
(28) "in" limo = fad cad
(29) bird affection = lovey dovey
(30) merry lad = joy boy

ANSWER SHEET

(31) grainy earth = sand land
(32) noisy smack = hiss kiss
(33) purple monkey = grape ape
(34) water bug = wet pet
(35) crazy house = mad pad or nut hut
(36) thoughtful fish = considerate carp

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THE WYOMING INTELLIGENCE TEST (WIT) I

Directions: Please write an answer to each of the items below. In some cases, there may be more than one correct answer.

(1) If you set a traditional alarm clock for 7 o'clock in the morning and you go to bed at 6 o'clock, how many hours of sleep will you get?

(2) Do they have a Fourth of July in Great Britain?

(3) You are living in a home which has southern exposure on all sides. A bear walks by. What color is the bear?

(4) You give a dime to one son and fifteen cents to another. What time is it?

(5) I have in my hand two coins which total thirty cents. One of them is not a nickel. What are the two coins?

(6) You are lost in a snowstorm when you stumble upon a cabin. Inside the cabin you find a match, a stove, a lantern, and a candle. Which item would you light first in order to keep from freezing to death?

(7) How much dirt can you get out of a hole three feet by three feet by three feet?

(8) A rabbit finds a barrel in which there are sixteen ears of corn. The rabbit carries away three ears a night. How many nights will it take to empty the barrel?

(9) Form a word with five letters, take two and leave one. What is the word?

(10) A girl works in a candy store in Cheyenne. She is five feet, seven inches tall, wears a size seven shoe, a size ten dress, and loves peanut clusters. What does she weigh?

(11) Divide forty by half and add ten. What is your answer?

(12) Take three apples from five apples and what do you have?

By Dr. Anonymous

For more information on tests, instruments, and degrees from Darwin University/Aspen University write to:

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ANSWERS TO WIT I:

(1) One hour or 13 hours.

(2) Yes, it's just not a holiday.

(3) You are at the North Pole. The Polar Bear is white or, the same color as before.

(4) A quarter to two; or the present time; or 10:15; or the time on the class clock when you ask the question.

(5) A quarter and a nickle. A quarter is not a nickle.

(6) A match with which to light the other items.

(7) You can't get any dirt out of a hole.

(8) Sixteen nights. The rabbit will take his/her own two ears and one additional ear of corn.

(9) Alone; one; money, bones, any five letter word with one in it.

(10) Candy.

(11) The answer is not 30, it is 90 (40 x 2/1 + 10 = 90).

(12) Three apples.

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STATISTICS FOR THE WYOMING INTELLIGENCE TEST I

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WIT I Group 1
Average Mean Female Scores

Frequencies

Statistics

VAR00001

N	Valid	4
	Missing	0
Mean		5.4550
Std. Error of Mean		.5929
Median		5.4600
Mode		4.00[a]
Std. Deviation		1.1857
Variance		1.4060
Skewness		-.025
Std. Error of Skewness		1.014
Kurtosis		1.410
Std. Error of Kurtosis		2.619
Range		2.90
Minimum		4.00
Maximum		6.90
Sum		21.82

a. Multiple modes exist. The smallest value is shown

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	1	25.0	25.0	25.0
	5.38	1	25.0	25.0	50.0
	5.54	1	25.0	25.0	75.0
	6.90	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

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Frequencies

WIT I Group 2
Average Mean Male Scores

Statistics

VAR00001

N	Valid	3
	Missing	0
Mean		5.6700
Std. Error of Mean		.5415
Median		5.5300
Mode		4.81[a]
Std. Deviation		.9379
Variance		.8796
Skewness		.657
Std. Error of Skewness		1.225
Range		1.86
Minimum		4.81
Maximum		6.67
Sum		17.01

a. Multiple modes exist. The smallest value is shown

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.81	1	33.3	33.3	33.3
	5.53	1	33.3	33.3	66.7
	6.67	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

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Frequencies

Statistics

		VAR00001	VAR00002	VAR00003	VAR00004
N	Valid	17	11	24	21
	Missing	7	13	0	3
Mean		4.0000	6.9091	5.5417	5.3810
Std. Error of Mean		.3835	.5633	.7045	.5186
Median		4.0000	7.0000	5.0000	5.0000
Mode		3.00[a]	6.00	3.00	5.00
Std. Deviation		1.5811	1.8684	3.4513	2.3765
Variance		2.5000	3.4909	11.9112	5.6476
Skewness		-.215	-.402	.563	-.083
Std. Error of Skewness		.550	.661	.472	.501
Kurtosis		-.976	1.091	-.708	-.790
Std. Error of Kurtosis		1.063	1.279	.918	.972
Range		5.00	7.00	11.00	8.00
Minimum		1.00	3.00	1.00	1.00
Maximum		6.00	10.00	12.00	9.00
Sum		68.00	76.00	133.00	113.00

a. Multiple modes exist. The smallest value is shown

Frequency Table

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	4.2	5.9	5.9
	2.00	2	8.3	11.8	17.6
	3.00	4	16.7	23.5	41.2
	4.00	3	12.5	17.6	58.8
	5.00	3	12.5	17.6	76.5
	6.00	4	16.7	23.5	100.0
	Total	17	70.8	100.0	
Missing	System	7	29.2		
Total		24	100.0		

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VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	1	4.2	9.1	9.1
	6.00	4	16.7	36.4	45.5
	7.00	2	8.3	18.2	63.6
	8.00	2	8.3	18.2	81.8
	9.00	1	4.2	9.1	90.9
	10.00	1	4.2	9.1	100.0
	Total	11	45.8	100.0	
Missing	System	13	54.2		
Total		24	100.0		

VAR00003

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	12.5	12.5	12.5
	2.00	1	4.2	4.2	16.7
	3.00	5	20.8	20.8	37.5
	4.00	1	4.2	4.2	41.7
	5.00	4	16.7	16.7	58.3
	6.00	2	8.3	8.3	66.7
	7.00	2	8.3	8.3	75.0
	8.00	1	4.2	4.2	79.2
	10.00	2	8.3	8.3	87.5
	11.00	1	4.2	4.2	91.7
	12.00	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

VAR00004

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	4.2	4.8	4.8
	2.00	2	8.3	9.5	14.3
	3.00	2	8.3	9.5	23.8
	4.00	2	8.3	9.5	33.3
	5.00	4	16.7	19.0	52.4
	6.00	3	12.5	14.3	66.7
	7.00	3	12.5	14.3	81.0
	8.00	1	4.2	4.8	85.7
	9.00	3	12.5	14.3	100.0
	Total	21	87.5	100.0	
Missing	System	3	12.5		
Total		24	100.0		

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WIT I Group 4
Mean Scores Male/Female
Sample

Frequencies

Statistics

		VAR00001	VAR00002
N	Valid	38	73
	Missing	35	0
Mean		5.6842	5.3425
Std. Error of Mean		.3774	.3147
Median		5.5000	5.0000
Mode		4.00	6.00
Std. Deviation		2.3262	2.6886
Variance		5.4111	7.2283
Skewness		.242	.452
Std. Error of Skewness		.383	.281
Kurtosis		-.599	-.206
Std. Error of Kurtosis		.750	.555
Range		10.00	11.00
Minimum		1.00	1.00
Maximum		11.00	12.00
Sum		216.00	390.00

Frequency Table

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.4	2.6	2.6
	2.00	1	1.4	2.6	5.3
	3.00	4	5.5	10.5	15.8
	4.00	9	12.3	23.7	39.5
	5.00	4	5.5	10.5	50.0
	6.00	5	6.8	13.2	63.2
	7.00	5	6.8	13.2	76.3
	8.00	3	4.1	7.9	84.2
	9.00	5	6.8	13.2	97.4
	11.00	1	1.4	2.6	100.0
	Total	38	52.1	100.0	
Missing	System	35	47.9		
Total		73	100.0		

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VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	6.8	6.8	6.8
	2.00	5	6.8	6.8	13.7
	3.00	12	16.4	16.4	30.1
	4.00	6	8.2	8.2	38.4
	5.00	11	15.1	15.1	53.4
	6.00	13	17.8	17.8	71.2
	7.00	7	9.6	9.6	80.8
	8.00	4	5.5	5.5	86.3
	9.00	4	5.5	5.5	91.8
	10.00	3	4.1	4.1	95.9
	11.00	1	1.4	1.4	97.3
	12.00	2	2.7	2.7	100.0
	Total	73	100.0	100.0	

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Frequencies

WIT I Group 5
Average Scores College Male

Statistics

		VAR00001	VAR00002	VAR00003
N	Valid	12	15	11
	Missing	3	0	4
Mean		6.6667	5.5333	4.8182
Std. Error of Mean		.5685	.6005	.7486
Median		7.0000	5.0000	4.0000
Mode		7.00[a]	4.00	4.00
Std. Deviation		1.9695	2.3258	2.4827
Variance		3.8788	5.4095	6.1636
Skewness		-.470	1.130	.253
Std. Error of Skewness		.637	.580	.661
Kurtosis		-.561	.607	-.688
Std. Error of Kurtosis		1.232	1.121	1.279
Range		6.00	8.00	8.00
Minimum		3.00	3.00	1.00
Maximum		9.00	11.00	9.00
Sum		80.00	83.00	53.00

a. Multiple modes exist. The smallest value is shown

20

Frequency Table

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	1	6.7	8.3	8.3
	4.00	1	6.7	8.3	16.7
	5.00	1	6.7	8.3	25.0
	6.00	2	13.3	16.7	41.7
	7.00	3	20.0	25.0	66.7
	8.00	1	6.7	8.3	75.0
	9.00	3	20.0	25.0	100.0
	Total	12	80.0	100.0	
Missing	System	3	20.0		
Total		15	100.0		

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VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	2	13.3	13.3	13.3
	4.00	5	33.3	33.3	46.7
	5.00	2	13.3	13.3	60.0
	6.00	2	13.3	13.3	73.3
	7.00	1	6.7	6.7	80.0
	8.00	1	6.7	6.7	86.7
	9.00	1	6.7	6.7	93.3
	11.00	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

VAR00003

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	6.7	9.1	9.1
	2.00	1	6.7	9.1	18.2
	3.00	1	6.7	9.1	27.3
	4.00	3	20.0	27.3	54.5
	5.00	1	6.7	9.1	63.6
	6.00	1	6.7	9.1	72.7
	7.00	1	6.7	9.1	81.8
	8.00	1	6.7	9.1	90.9
	9.00	1	6.7	9.1	100.0
	Total	11	73.3	100.0	
Missing	System	4	26.7		
Total		15	100.0		

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Frequencies

WIT I Group 6 22
Average Mean Scores
College Female

Statistics

VAR00001

N	Valid	4
	Missing	0
Mean		5.4550
Std. Error of Mean		.5929
Median		5.4600
Mode		4.00[a]
Std. Deviation		1.1857
Variance		1.4060
Skewness		-.025
Std. Error of Skewness		1.014
Kurtosis		1.410
Std. Error of Kurtosis		2.619
Range		2.90
Minimum		4.00
Maximum		6.90
Sum		21.82

a. Multiple modes exist. The smallest value is shown

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	1	25.0	25.0	25.0
	5.38	1	25.0	25.0	50.0
	5.54	1	25.0	25.0	75.0
	6.90	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

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Frequencies

WIT I Group 7 23
Average Mean Scores
College Male

Statistics

VAR00001

N	Valid	3
	Missing	0
Mean		5.6700
Std. Error of Mean		.5415
Median		5.5300
Mode		4.81[a]
Std. Deviation		.9379
Variance		.8796
Skewness		.657
Std. Error of Skewness		1.225
Range		1.86
Minimum		4.81
Maximum		6.67
Sum		17.01

a. Multiple modes exist. The smallest value is shown

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.81	1	33.3	33.3	33.3
	5.53	1	33.3	33.3	66.7
	6.67	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

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T-Test

Group 8 Male/Female
Samples Fail to Reject

24

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	VAR00001	5.6842	38	2.3262	.3774
	VAR00002	5.4474	38	2.7282	.4426

Paired Samples Correlations

		N	Correlation	Sig
Pair 1	VAR00001 & VAR00002	38	.048	.773

Paired Samples Test

		Paired Differences					t
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		
					Lower	Upper	
Pair 1	VAR00001 - VAR00002	.2368	3.4985	.5675	-.9131	1.3868	.417

Paired Samples Test

		df	Sig. (2-tailed)
Pair 1	VAR00001 - VAR00002	37	.679

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THE WYOMING INTELLIGENCE TEST (WIT) II

(1) WHERE WAS THE BATTLE OF BUNKER HILL FOUGHT?

(2) IN WHAT NORTH AMERICAN NATION IS JUNE 25TH A MAJOR HOLIDAY?

(3) A BOY WENT TO A SPRING WITH A FIVE-QUART AND A THREE QUART MEASURE TO PROCURE EXACTLY FOUR QUARTS OF WATER. HOW DID HE MANAGE? (LIMITATIONS: YOU MAY NOT USE A THIRD CONTAINER; YOU MAY NOT MAKE ANY MARKS ON THE CONTAINERS; AND YOU MAY NOT ESTIMATE AMOUNTS)

(4) TEDDY ROOSEVELT CHARGED UP WHAT HILL IN THE SPANISH AMERICAN WAR?

(5) THE BATTLE OF THE GREASY GRASS WAS FOUGHT IN WHAT NATION?

(6) REGARDING QUESTION #2, WHAT DOES THE JUNE 25TH HOLIDAY CELEBRATE?

(7) IN THE DIAGRAM BELOW CONNECT AS WITH AS, B WITH BS AND C WITH CS. YOU CAN'T GO OUTSIDE THE RECTANGLE; YOU CAN'T CROSS LINES OR GO THROUGH ANY INTERSECTIONS; YOU CAN'T GO THROUGH OR TOUCH TRIANGLES (EXCEPT FOR THE INITIAL LINE); AND YOU CAN ONLY USE THREE LINES (A-A, B-B, C-C):

TURN OVER

The Wyoming Intelligence Test (WIT) II: ANSWERS

(1) Breed's Hill

(2) The Sioux Nation

(3) Two Answers: Fill 5 qt container. Fill 3 qt ccntainer. Empty 3 qrt container. Dump remaining 2 qts in 5 qt container into 3 qt container. Fill 5 qrt container again. Finish filling 3 qrt container from 5 qt container which is dumping 1 qt off at 5 qts resulting in 4 qrts left in 5 qrt container.

Or, Who cares?

(4) Kettle Hill

(5) United States of America

(6) Defeat of Custer at the Battle of the Little Bighorn

(7) See diagram

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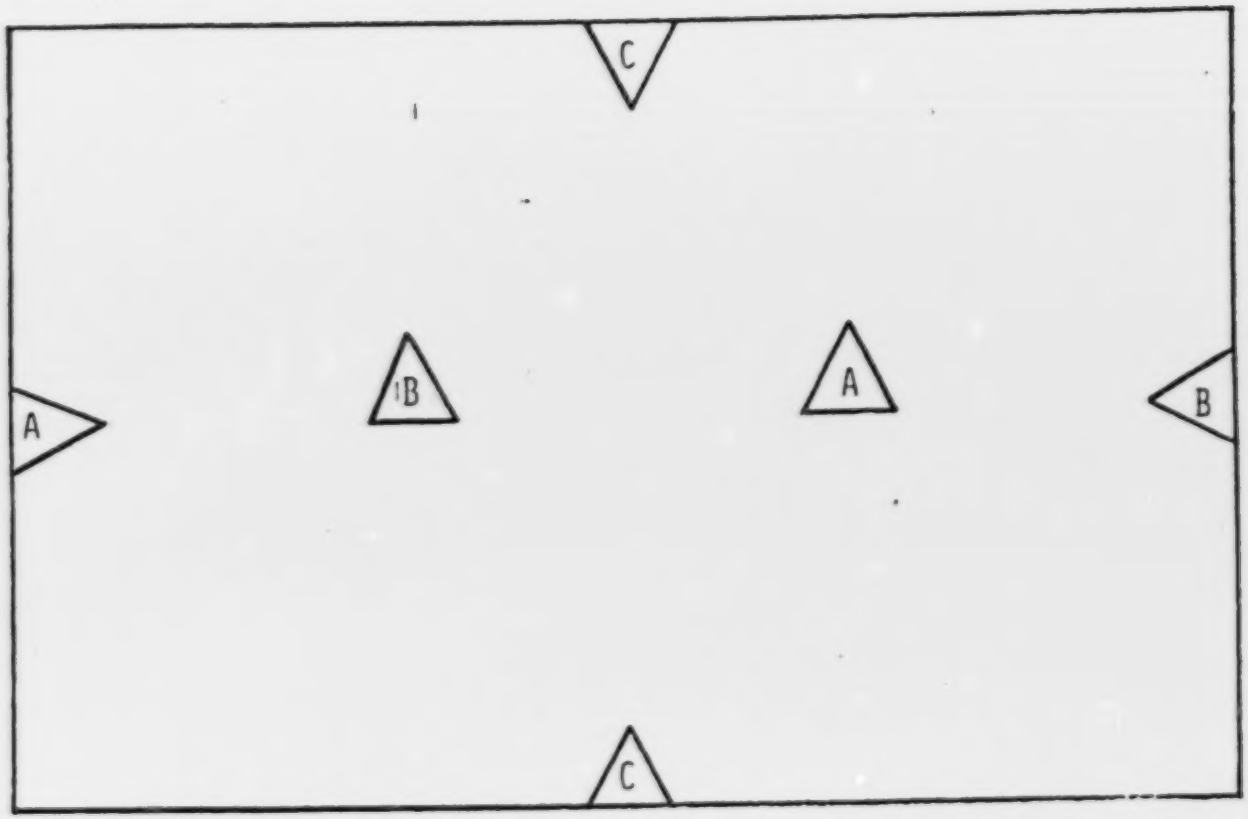
THE WYOMING INTELLIGENCE TEST II (WIT)



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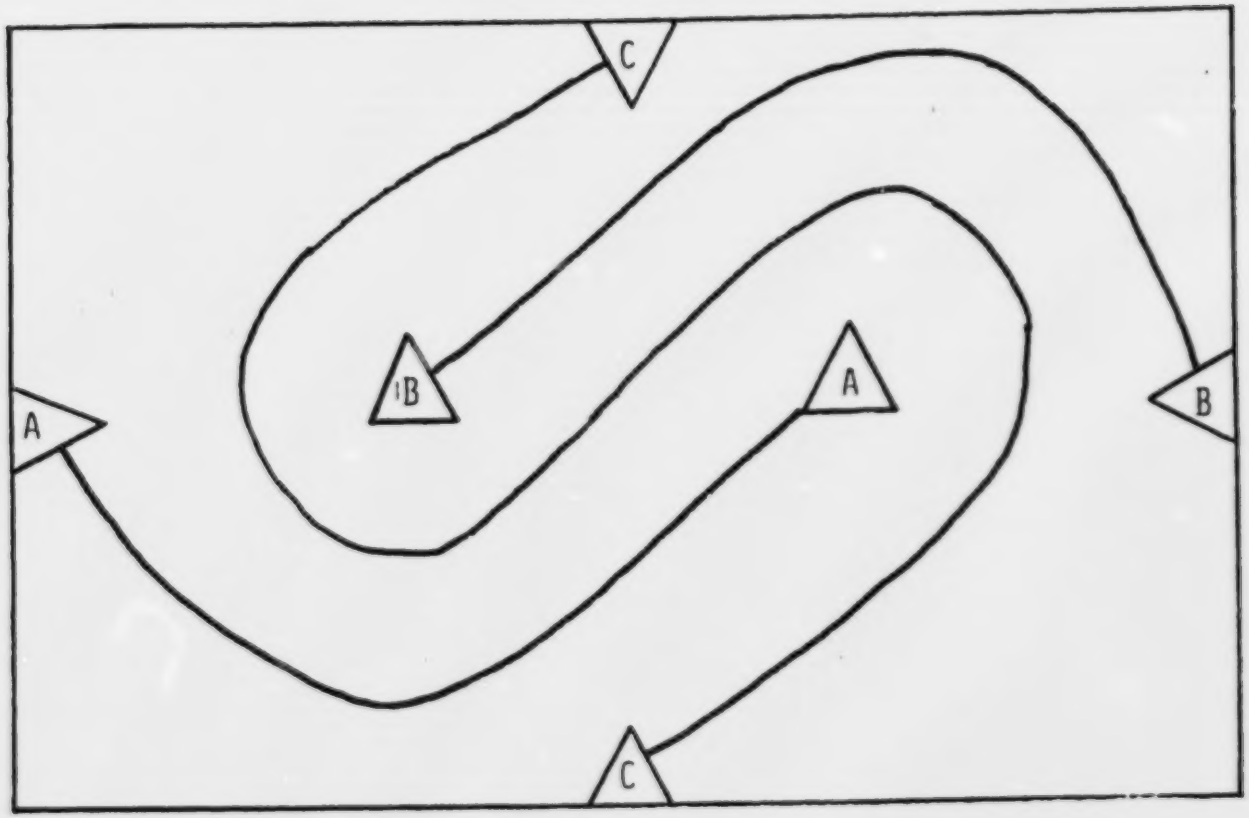
THE WYOMING INTELLIGENCE TEST II (WIT)



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THE WYOMING INTELLIGENCE TEST III (WIT)

What are the children's stories that belong to these headlines?

(1) Three Gain From Ovine's Loss.

(2) Pet Endangers Educational Process

(3) Body Composition Differs With Sex

(4) Girl's Dairy Delight Soured By Arachnid

(5) Legume Used As Lie Detector

(6) Beautician's Nightmare Attracts Romance

(7) Reason For Midnight Flight Crystal Clear

(8) Name-Dropper Riles Alchemist

(9) Three Abodes Tested For Sturdiness

(10) Blond Intruder Caught in Bruins Home

(11) Fido In Hysterics After Bovine's Orbit

(12) Vain Ruler Held For Indecent Exposure

By Dr. Anonymous

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Adlerian Teacher Training

A POSITIVE APPROACH TO CLASSROOM MANAGEMENT

Answers to the Wyoming Intelligence Test III:

(1) Baa Baa Black Sheep
(2) Mary Had A Little Lamb
(3) Sugar and Spice
(4) Little Miss Muffet
(5) The Princess and the Pea
(6) Rapunsel
(7) Cinderella or the Tale of Paul Revere
(8) Rumplestiltskin
(9) Three Little Pigs
(10) Goldilocks
(11) Hey Diddle Diddle
(12) The Emperor's New Clothes

For information on the other Wyoming Intelligence Tests contact:

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THE
WYOMING
INTELLIGENCE
TEST
IV

By Dr. Anonymous

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Directions: Identify the adages listed below.

(1)Vermillion-hued cummulus formations observed during matinal hours cause considerable agitation to mariners, while the appearance of a visible garnet mass of vapor during nocturnal-periods-produces euphoria among those who traverse aqueous bodies.

(2) All substances which exhibit a reflection of light particles emanating in dazzling profusion are not necessarily composed of a dense, metallic chemical which possesses a high degree of ductility, malleability and value.

(3) A pair offers possibility of companionship; while triploideaties considered as an aggregate assume overpowering characteristics of a multitude.

(4) Lavation is in proximity to a state of piety.

(5) A warm-blooded, plumed vertebrate which activates its energies quickly, from a state of nocturnal hibernation is able to seize by force or stratagem the slender, soft bodied, segmented anuman which lives by furrowing underground.

(6) An overabundance of culinary experts often vitiates the bouillon.

(7) The art of combining vocal or instrumental sounds or tones in varying melody, harmony, rhythm, and timbre in order to form structurally complete expressive compositions mollifies the uncultivated primitive.

(8) Individuals who inhabit domiciles composed of intangible substances containing silicon compounds should be wary of casting hard, non-metallic mineral matter.

(9) Undue velocity produces lavish prodigality.

(10) It is not judicious for an individual to engage in lachrymation concerning an unintentional overflow of lacteal substances.

(11) It is not considered prudent to enumerate an individual's stock of domestic fowl in advance of the termination of the period of gestation.

(12) A non-metallic mineral substance of definite density which is in the process of periodical revolution in orbit does not assemble quantities of lichenous material.

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ANSWERS TO THE WYOMING INTELLIGENCE TEST IV

(1) Red sky in the morning, sailor take warning. Red sky at night, sailor's delight.

(2) All that glitters is not gold.

(3) Two is company, three's a crowd.

(4) Cleanliness is next to Godliness.

(5) The early bird catches the worm.

(6) Too many cooks spoil the soup.

(7) Music has charms to soothe the savage beast.

(8) People who live in glass houses shouldn't throw stones.

(9) Speed kills.

(10) Don't cry over spilt milk.

(11) Don't count your chickens until they're hatched.

(12) A rolling stone gathers no moss.

For more information on the Wyoming Tests of Intelligence contact:

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THE WYOMING INTELLIGENCE TEST V

By Dr. Anonymous

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Directions: You have just five minutes to complete this test.

(1) Read everything before doing anything.

(2) Put your name in the upper right hand corner of the paper.

(3) Circle the word "doing" in sentence 1.

(4) Draw four small squares in the upper left hand corner of this paper.

(5) Put an "X" in each square.

(6) Put a circle around each square.

(7) Sign your name under the title.

(8) After the title, write "yes, yes, yes".

(9) Put a circle around each word in sentence #6.

(10) Put an "x" in the lower left hand corner of this paper.

(11) Draw a triangle around the "x" you just put down.

(12) On the reverse side of this paper multiply 703 x 9805.

(13) Draw a rectangle around the word "paper" in sentence #4.

(14) On the reverse side of this paper add 9850 and 9850.

(15) Put a circle around your answer.

(16) Put a rectangle around the circle.

(17) Now that you have finished reading carefully, do only sentence 1 and 2.

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THE WYOMING INTELLIGENCE TEST VI
Memorable Monikers

Directions: Each name below represents the first name of one famous person with the last name of another. Find the other half of each and you will have a rhyming celebrity name.

Example: Given Buddy Parton you would place a famous Parton's first name (Dolly) with a famous Buddy's last name (Holly) to achieve tomorrow's rhyming star, Dolly Holly. Get it?

Buddy Parton Dolly Holly

(1) Bo Sevareid_____

(2) Emmett Savalas_____

(3) Helen Murphy_____

(4) Ethel Melville_____

(5) Jo Anne Temple_____

(6) Laraine Capote_____

(7) Noel Cosell_____

(8) Conway Carlisle_____

(9) John Jessica_____

(10) Lorne Martin_____

(11) Bruce Diller_____

(12) Harvey Mailer_____

(13) Red John_____

(14) Rex Keillor_____

By Dr. Anonymous

ANSWERS TO THE WYOMING INTELLIGENCE TEST VI

(1) Derick Eric
(2) Telly Kelly
(3) Reddi Eddy
(4) Herman Herman
(5) Shirley Worley
(6) Newman Truman
(7) Coward Howard
(8) Kitty Twitty
(9) Tandy Candy
(10) Green Sheen
(11) Willis Phyllis
(12) Corman Norman
(13) Elton Skelton
(14) Harrison Garrison

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S1106	The Primal Shrug
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S1109	Dealing with Post-Realization Depression
S1110	Whine Your Way to Alienation
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H210	Biofeedback and How to Stop it
H212	Skate Yourself to Regularity
H303	Understanding Nudity
H304	Tap Dance Your Way to Social Ridicule
H306	Optional Bodily Functions
C101	Self-Actualization Through Macrame
C102	How to Draw Genitalia
C103	Needlecraft for Junkies
C104	Cuticle Crafts
C105	Gifts for the Senile
C106	Bonzai Your Pet
EC405	Christianity and the Art of R.V. Maintenance
EC407	Cultivating Viruses in Your Refrigerator
EC409	Sinus Drainage at Home
EC411	The Repair and Maintenance of Your Virginity

* * * * * * * * * * * * * * * * * * *

FORM MUST BE FILLED OUT COMPLETELY IN ORDER TO PROCESS YOUR COURSE ENROLLMENT.

* * * * * * * * * * * * * * * * * * *

DARWIN UNIVERSITY EDUCATION CENTER ENROLLMENT FORM

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1. INSTRUCTIONS: Read each question carefully. Answer all questions. Time limit: 4 hours. Begin immediately.

2. HISTORY: Describe the history of the papacy from its origins to the present day, concentration especially, but not exclusively, on its social, political, economic, religious, and philosophical impact on Europe, Asia, America, and Africa. Be brief, concise, and specific.

3. MEDICINE: You have been provided with a razor blade, a piece of gauze, and a bottle of Scotch. Remove your appendix. Do not suture until your work has been inspected. You have 15 minutes.

4. PUBLIC SPEAKING: 2,000 riot-crazed aborigines are storming the classroom. Calm them. You may use any ancient language except Latin or Greek.

5. BIOLOGY: Create Life; estimate the differences in subsequent human culture if this form of life had developed 500 million years earlier, with special attention to its probable effect on the English parliamentary system. Prove your thesis.

6. MUSIC: Write a piano concerto. Orchestrate and perform it with flute and drum. You will find a piano under your seat.

7. PSYCHOLOGY: Based on your knowledge of their works, evaluate the emotional stability, degree of adjustment, and repressed frustrations of each of the following: Alexander of Aphrodisias, Rameses II, Gregory of Nicia, Hammurabi. Support your evaluation with quotations from each man's work, making appropriate references. It is not necessary to translate.

8. SOCIOLOGY: Estimate the sociological problems which might accompany the end of the world. Construct an experiment to test your theory.

9. ENGINEERING: The disassembled parts of a high-powered rifle have been placed on your desk. You will also find an instruction manual, printed in Swahili. In 10 minutes a hungry Bengal tiger will be admitted to the room. Take whatever action you feel appropriate. Be prepared to justify your decision.

10. ECONOMICS: Develop a realistic play for refinancing the national debt. Trace the possible effects of your plan in the following areas: Cubism, the Donatist controversy, the wave theory of light. Outline a method for preventing these effects. Criticize this method from all possible points of view. Point out the deficiencies in your point of view, as demonstrated in your answer to the last question.

11. POLITICAL SCIENCE: There is a red telephone on the desk beside you. Start World War III. Report at length on its socio-political effects if any.

12. EPISTEMOLOGY: Take a position for or against truth. Prove the validity of your stand.

13. PHYSICS: Explain the nature of matter. Include in your answer an evaluation of the impact of the development of mathematics on science.

14. PHILOSOPHY: Sketch the development of human thought; estimate its significance. Compare with the development of any other kind of thought.

15. GENERAL KNOWLEDGE: Describe in detail. Be objective and specific.

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David Lemire, D.Mp.

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(3.30.02)
Dave Lemire

"Intelligence" is a popular and important concept. But intelligence is also a complex concept which does not lend itself to simple definitions. There are multiple definitions of intelligence in the literature. For example, Teele (2000) stated,

> Throughout the 20th century, psychologists have studied the nature of human intelligence as a way to predict school performance. They have examined different approaches to or interpretations of intelligence. Most psychologists agree that individuals are unique and differ in their ability to understand abstract ideas, to reason in critical and creative ways, to adapt effectively to environmental situations, and to apply information from one experience to another. Intellectual performances may vary on different days and in different ways when measured by a variety of criteria, (p. 2).

According to Eysenck (1998), "For many people...intelligence is till a mentalistic kind of concept, miles away from the reassuring solidity of height and weight, mass and temperature, (p. 4). In addition, Jensen (1998) has stated,

> Human mental ability has both general and specific components; they general component is the larger sources of individual differences; it is predominantly a product of biological evolution, and is more strongly hereditary than are specific abilities, or special talents. Mental ability, which ranges widely in every large population, is normally distributed, various human races differ, on average, in mental ability. General ability is best measured by a variety of fairly simple tests of sensory discrimination and reaction time (p. 2).

The idea that races differ in inherited intelligence is quite controversial, as it should be. The most popular proponent of this hypothesis is probably Herrnstein and Murray (1994) in their book, "The Bell Curve." I am not going to get into possible racial differences in natural ability in this paper but problems with this thinking are identified in the Appendices. I am simply going to describe the most essential elements of IQ as it would normally be defined under normal circumstances.

Gardner (1983, 1997) probably the most popular proponent of what are called "multiple intelligences" defines IQ as, "the human ability to solve problems or to make something valued in one or more cultures. As long as we can find a culture that values an ability to solve a problem or create a product in a particular way, then I would strongly consider whether that

ability should be considered an intelligence, (p. 8).

I'm of a different opinion on this topic. It seems clear that intelligence certainly has both genetic and learned components, and that heredity is influenced by culture. It seems to me that thinking of IQ as "problem solving" is much to narrow a focus. We can all think of individuals who are "intelligent," that is, they know a lot. But many of these people can't solve real problems or lack the common sense needed in day to day living. So what is IQ anyway?

My view is that there are three components to IQ: Sternberg, et. al.(1985, 1988) are right about three components. He's just got the components wrong. The model I propose includes the following three elements: (1) the ability to remember things, (2) the ability to see relationships between things and people and (3) the rate at which we learn. So IQ is the AVERAGE of these three elements, not any one element by itself. Any accurate test of IQ needs to measure general and specific abilities in these three areas. High IQ, for example, is the high ability to remember things, to see relationships and to learn things. If you learn quickly, but you don't learn a lot, you may be sort of intelligent but probably not HIGHLY intelligent.

So Lemire's triarchic principle of intelligence includes three necessary components: the ability to remember things, the ability to see relationships, and the ability to learn quickly. It helps to think of Component #1 as what has been called "crystallized" intelligence, (Cattell in Johanssen and Grabowski (1993), Component #2 as fluid intelligence, and Component #3 as the rate of learning. My view is that "intelligence" is the average of the measure of all three of these elements. The higher the average of these three elements the more intelligent the person probably is.

In considering popular notions of intelligence such as Gardner's "multiple intelligences," he lists things such as kinesthetic "intelligence" or musical "intelligence". These skills do not strike me as intelligence as much as special talents or skills ("talent" being defined as an unusual ability to do something well, like draw, paint or play sports.) At it's simplest, IQ is the natural ability to understand the world, somewhat influenced by learning and culture. That being said, there is MUCH variation in the human ability to accomplish this goal.

The whole idea of "talent" is a different paper. For the purposes of discussion here, I have identified at least three groups of "talents," Alpha, Beta and Theta talents. See Figure 1. I do not see "talent" in the same way as "intelligence." Talent is a specific skill. IQ is a much more global concept, highly influenced by genetics, and encompassing both general and specific abilities.

Figure One

TWELVE TALENTS: A GENERAL CONCEPTUAL MODEL

ALPHA GROUP:

1. ACADEMIC TALENT*/CONVERGENT PRODUCTION
2. CREATIVITY*/INNOVATION/DIVERGENT PRODUCTION
   (TWENTY TWO SUB-FACTORS)
3. PLANNING*/SPATIAL TALENT
4. COMMUNICATING*/VERBAL TALENT
5. FORECASTING* TALENT
6. DECISION-MAKING* TALENT
7. HUMAN RELATIONS* TALENT

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BETA GROUP:

8. ATHLETIC/BODILY/KINESTHETIC TALENT
9. MUSICAL TALENT
10. ARTISTIC TALENT
11. MECHANICAL TALENT
12. EXPRESSIVE/PERFORMING/DRAMATIC TALENT

THETA GROUP:

GUILFORD'S STRUCTURE OF INTELLECT

OPERATIONS x PRODUCT x CONTENT = 120 KINDS OF INTELLIGENCE

OPERATIONS	PRODUCT	CONTENT
EVALUATION	UNITS	FIGURAL
CONVERGENT PRODUCTION	CLASSES	SYMBOLIC
DIVERGENT PRODUCTION	RELATIONS	SEMANTIC
MEMORY	SYSTEMS	BEHAVIORAL
COGNITION	TRANS-FORMATIONS	
	IMPLICATIONS	

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The Lava Lamp

I may be dating myself but if you think of a Lava Lamp, you have the general concept of intelligence. IQ is less like a computer and more like a lava lamp. The main problem with the computer analogy of IQ is that it is a linear model and most people are not linear. Human beings are many things, but linear and direct is usually not one of them. If you think of IQ as a Lava Lamp, you have some parts that are clear and some dense, some are floating and some are still. This is what IQ is really like.

So how much of IQ is learned or can be attributed to culture? In my view, not that much. I see biology has the major determining force in IQ. I would say that IQ is about 75% biology and 25% learning and culture. Now, 25% is a big chunk, but it is still small relative to the biological component. Since IQ is 25% learning some of it can be shaped and changed, but not as much as some people want to believe. The alleged differences in IQ by race can easily be explained by this 25% learning factor. Many Americans want to believe that we are all "equal." We are, SOCIALLY, not biologically. God has given different abilities to different people. So can people change? Yes, somewhat. Is any change likely to be major, probably NOT in adults (maybe in children). The correct answer to the questions as to which is more important, biology or culture, the answer is that they are both important. But they are NOT equal. Culture is the rudder to the boat of life. Biology is the sail.

What is IQ then? It is many things because it is a multifaceted concept. I have prepared two books of nontraditional intelligence tests. I have gotten the same statistics on some of my tests as the major commercial IQ tests. If you are going to consider or assess IQ you need to ask what aspect of IQ is being measured? How do the aspects interact? What portion of IQ is being influenced by learning?

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